

## **Making Every Bite Count**

### **Making Every Bite Count Class Details**

**If you have used the same room set up for the 3 previous sessions, change the room set up for this session so participants don't become bored.**

**Session 4**                      **Smart Use of Fats, Sugars and Salt**

**Topic:**                              **Revisit Fruits, Vegetables and Grains**

**Time:**                              **9:00 – 9:15**

**Time Allotted:**              15 minutes

**Materials:**                      Match the Nutrient handout

**Activity:**                              Match the Nutrient to the Food Item

1. Have participants work individually to match food products and nutrients.
2. Give points for the most correct answers

## **Making Every Bite Count**

**Topic:** Implementation Successes

**Time:** 9:15 – 9:30

**Time Allotted:** 15 minutes

**Materials:** Action Plan Evaluation Form

**Discussion:**

- 1) Distribute Action Plan Evaluation Form. Have participants complete.
- 2) Have participants share their implementation successes.
- 3) Discuss challenges and obstacles encountered.
- 4) How did they do with the 5 A Day challenge?
- 5) Discuss new fruits, vegetables and grain products consumed since last session.
- 6) Give points for each new food item consumed.

## Making Every Bite Count

**Topic:** Role of Fat in the Diet

**Time:** 9:30 – 10:00

**Time Allotted:** 30 minutes

**Resources:** *Lesson 7: Choose a Diet That is Low in Saturated Fat and Cholesterol and Moderate in Total Fat*, NFSMI Dietary Guidelines for Americans  
*About Cardiovascular Disease*, CDC  
*Eating for a Healthy Heart*, FDA  
*Is Total Fat Consumption Really Decreasing?* CNPP  
*NHLBI Study Shows Reduced Fat Intake to Lower Cholesterol and Beneficial for Children*, NIH News Release  
*What's Your Ten-Year Heart Attack Risk?* Nutrition Action  
*Coronary Heart Disease Explained*, NHLBI  
*The Cholesterol-Heart Disease Connection*, NHLBI  
*The Benefits of Cholesterol Lowering*, NHLBI  
*Test Your Heart Disease IQ*, NHLBI

**PowerPoint Slides:** 84 - 97

**Materials:** Samples of fats: chicken fat, beef fat, butter, margarine, olive oil, canola oil, bread products with "partially hydrogenated" on the label.

### Presentation

1. Discuss the various kinds of fats
  - a. Saturated
  - b. Cholesterol
  - c. Monounsaturated
  - d. Polyunsaturated
  - e. Omega 3
  - f. Hydrogenated
2. Fat and health
  - a. High fat diets relate to many chronic health problems
    - i. Heart disease
    - ii. Some types of cancer
    - iii. Diabetes
    - iv. Obesity
  - b. Dietary recommendations
    - i. Limit total fat to 30% of calories
    - ii. Limit saturated fat to 10% of calories
    - iii. Have participants calculate # grams total and sat fat for 2000 and 2400 cal diets
3. Fat in foods
  - a. Foods often contain a variety of fats
  - b. Read labels to determine what kinds of fat and how much are in the food product
4. Limiting fat consumption

Show samples of liquid and solid fats.
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## Making Every Bite Count

**Topic:** Reading Product Labels and Breaking into Sub-Groups

**Time:** 10:00 – 10:15

**Time Allotted:** 15 minutes

**Materials:** Product labels from a variety of food products including canned goods, baked, frozen, breads, grains, cereals, convenience foods. At least one label per person. Include a range according to %DV

**Activity:** Reading and comparing product labels.

1. Distribute labels; give one label to each participant
2. Have participants find the fat content of the product.
  - a. How many grams of fat per portion
  - b. What DV%
  - c. Where is fat listed in the ingredient list
  - d. Is partially hydrogenated fat in the product?
  - e. Any surprises?
3. Have participants arrange themselves in groups according to the %DV of fat.
4. Name the group.

## Making Every Bite Count

**Topic:** "1% or Less Yes"

**Time:** 10:15 - 10:30

**Time Allotted:** 15 minutes

**Resources:** *Lesson 7: Choose a Diet That is Low in Saturated Fat and Cholesterol and Moderate in Total Fat, NFSMI Dietary Guidelines for Americans*

**Materials:** One empty and clean half –gallon of each type of milk: fat-free, 1%, 2% and whole. If 5 groups also add a chocolate milk.  
Four small, clear containers such as small plastic punch cups  
Crisco or other vegetable shortening (~ 1 cup)  
Measuring spoons

**Activity:**

- 1) Assign one milk type to each group.
- 2) Have the group measure out the # teaspoons of fat in each half gallon of milk
  - a) Whole milk – 15 teaspoons
  - b) 2% milk – 9 teaspoons
  - c) 1% milk – 6 teaspoons
  - d) Fat free milk – 1 teaspoon
- 3) Are participants surprised?

**This session is followed by a 15 minute break.**

## Making Every Bite Count

**Topic:** Smart Ingredient Choices

**Time:** 10:45 - 11:15

**Time Allotted:** 30 minutes

**Materials:** 2 sets of cards, (~ 10 cards) one with names of high fat and the other with names of lower fat alternatives.  
Nutrikids with Macaroni and Cheese recipe (#000164) and the new Macaroni and Cheese (#005034).  
Chicken, Oven Fried (#001004)

### Activity:

- 1) Distribute cards randomly, one card to each person.
- 2) Ask for those with high fat foods to raise their hands (so you can be sure they have identified their product as being high in fat).
- 3) Ask those with lower fat foods to raise their hands.
- 4) Have the high fat folks find an alternative among the low fat group.
  - a) Go around the room and have the high fat folks say why they chose the particular low fat alternative.

### Presentation:

- 1) Brainstorm with the group re: other alternatives to fat
- 2) Using Nutrikids, select the Macaroni and Cheese Recipe – Be sure you have the old Mac and Cheese (Item # 000164) (note that there are nearly 22 grams of fat per portion)
- 3) Have the group make recommendations for modifying the recipe. Note: you will need to duplicate the recipe before modifying it. The software does not allow users to make changes to established recipes. But you can duplicate the recipe and rename, then make the changes.
  - a) Exchange the cheese
  - b) Reduce the fat
- 4) Enter the recipe changes and show the impact on nutrient analysis
- 5) Repeat with Chicken, Oven Fried (#001004)
  - a) Simply changing to chicken pieces w/o skin will make a significant difference.

## Making Every Bite Count

**Topic:** Moderating Sugar

**Time:** 11:15 – 11:35

**Time Allotted:** 20 minutes

**Resources:** *Lesson 8: Choose Beverages and Foods to Moderate Your Intake of Sugars;*  
NFSMI Dietary Guidelines for Americans  
*The Use and Misuse of Fruit Juice in Pediatrics, AAP*  
*Is Fruit Juice Dangerous for Children?, CNPP*

**PowerPoint Slides:** 98 - 106

**Presentation:**

- 1) US sugar consumption has skyrocketed
- 2) Role of sugar in the diet
- 3) Sugars in food
- 4) Negative impact of sugar
- 5) Fruit juice & young children
- 6) Major sources for added sugar in US
- 7) Names for added sugars that appear on labels.

Note that soda will be  
addressed in greater detail  
later today

## **Making Every Bite Count**

**Topic:** Recognizing Sugars

**Time:** 11:35 – 11:55

**Time Allotted:** 20 minutes

**Purpose:** To assist participant in recognizing the presence of sugars in food products.

**PowerPoint Slides:** 107

**Materials:** Candy Quiz  
Food labels: breads, juices, candies, cereals, etc. include some with unexpected sugar content.  
Paper cups full of sugar – one cup per tables  
Extra paper cups (small Dixie cups) – several for each table.

**Activity:** Candy Quiz

- 1) Distribute candy quiz
  - a) Have participants work in groups to complete
  - b) Review answers
  - c) Give points to those with the most correct answers.

**Activity:** Sugar in US Diet

- 1) Brainstorm for foods which contribute to the high sugar intake in the US
  - a) Have participants write names of foods on large post-its and place on flip charts
- 2) Distribute food labels
  - a) Have participants find:
    - i) The amount of sugar
    - ii) Kinds of sugar
    - iii) On flip charts, have participants write names of sugar types they have found
- 3) Have participants at each table measure out the amount of sugar in one snack.
  - a)  $\text{Total grams of sugar} \div 4 = \# \text{ teaspoons of sugar}$

**This session is followed by a one hour lunch break.**



## Making Every Bite Count

**Topic:** Role of Calcium in the Diet

**Time:** 12:55 – 1:25

**Time Allotted:** 30 minutes

**Resources:** *Test Your Calcium I.Q.*, National Dairy Council  
*General Overview of Calcium*, National Dairy Council  
*Major Functions of Calcium*, National Dairy Council  
*Optimal Calcium Intake*, National Dairy Council  
*Absorption/Utilization Issues*, National Dairy Council  
*Powerful Girls Have Powerful Bones*, National Osteoporosis Foundation  
*Calcium Requirements of Infants, Children and Adolescents*, AAP  
*Taking the Pressure Off High Blood Pressure*, National Dairy Council  
*Dairy Foods: Myths & Realities*, National Dairy Council  
*America's Bone Health: The State of Osteoporosis and Low Bone Mass*, National Osteoporosis Foundation  
*Calcium & Vitamin D*, National Osteoporosis Foundation  
*Newer Knowledge of Dairy Foods*, National Dairy Council

**Materials:** Test Your Calcium IQ quiz

**Purpose:** To enhance participants understanding of the role of calcium in the diet.

**Activity:**

1. Distribute Test Your Calcium IQ quiz
2. Discuss answers
3. Give points for most correct answers

**Presentation:**

1. Role of Calcium in the Diet
2. Consequences of insufficient calcium consumption
3. Osteoporosis Epidemic
4. Dietary sources of calcium
  - a. Brainstorm from group
  - b. Show slide
5. Optimal intake of calcium
6. Calcium absorption
7. Calcium retention

**Activity:** **Best sources of calcium**

1. Give each person a food model (from Dairy Council) be sure to include some casseroles with cheese, soup, milks, ice cream, soda, spinach and several other vegetables and 2 kinds of tofu, one w/calcium preservative
2. Instruct participants to look just at the picture of the food and the portion size, not at the nutrient information on the back
3. Have participants arrange themselves around the room (or in a room) from highest calcium food to lowest. (Don't help them – have them work it out themselves)
4. Instruct participants to look at the back of the food model and rearrange themselves according to the actual calcium content of the food.
5. Discussion: any surprises? (Most will be surprised with the tofu and some may have thought that spinach had more calcium than it does.)

## Making Every Bite Count

<b>Topic:</b>	<b>What's Your Intake?</b>
<b>Time:</b>	<b>1:25 – 1:40</b>
<b>Time Allotted:</b>	<b>15 minutes</b>
<b>Purpose:</b>	<b>To assist participants in determining if their calcium intake is adequate</b>
<b>Materials:</b>	What's Your Intake? Forms Calcium Content of Selected Foods Food Values of Portions Commonly Consumed, Bowes & Church
<b>Activity:</b>	<b>What's Your Intake</b>

1. Distribute What's Your Intake forms.
2. In the left column, have participants write in all of the foods consumed on the previous day.
3. In the Calcium Content column, have participants write in the amount of calcium in each food item. They will need the Calcium Content of Selected Foods. Some may need to consult your copy of Bowes & Church; you may need to look up other food items in Nutrikids.
6. Total the calcium intake.
7. How many had optimal intakes?
8. How many met the RDA?

## Making Every Bite Count

**Topic:** The Soda Problem

**Time:** 1:40 – 2:00

**Time Allotted:** 20 minutes

**Resources:** *Milk, Juice or Soda: An Important Choice for Kids*, Colorado State University Cooperative Extension  
*Study: Soda Could Affect Teen Girls' Bones*, WCVB-TV  
*The Amazing Statistics and Dangers of Soda Pop*, Mercola.com  
*Liquid Candy*, CSPI  
*More Breaks in Those Who Consume Soft Drinks*, efit.com  
*Too Much Soda Taking Its Toll on Kids' Teeth*, WebMD  
*Soda Busters, Alternative Beverage Campaign*, Texas Dept of Health  
*Go Alternative*, Texas Dept of Health  
*Sample Information Letter*, Texas Dept of Health  
*SunSips*, Texas Dept of Health

**PowerPoint Slides:** 119-128

**Materials:** Several cans of soda, sugar, measuring spoon.

**Presentation:**

- 1) Discuss Rachel Johnson's article re: soda vs milk consumption
- 2) Soda consumption statistics
- 3) Nutritional impact of soft drinks
  - a) Demonstrate the amount of sugar in a 12 oz can of soda
- 4) Consequences of high soda consumption
- 5) What can we do about it?
  - a) Discussion
    - i) Have any of the school districts represented signed pouring contracts with Coca Cola or Pepsi?
    - ii) Are there soda machines in the schools?
    - iii) Mention that some school districts are banning soda from campuses entirely.
    - iv) Discuss the Texas project.

## **Making Every Bite Count**

**Topic:** Sodium Content of US Foods

**Time:** 2:00 – 2:15

**Time Allotted:** 15 minutes

**Purpose:** To make participants aware of the high amount of sodium we consume daily.

**Materials:** Food containers and/or food labels from a wide variety of products, particularly those high in sodium. Include some low salt products such as tomato sauces, crackers, tuna, etc.

**Activity:**

- 1) Have each group make a chart with the sodium content of foods by food group.
- 2) Which food groups have the most sodium? (They should find that it is sodium content is not based on the food group but on the processing.)
- 3) What is common among these high sodium foods?

**This session is followed by a 15 minute break.**

## Making Every Bite Count

**Topic:** Sodium

**Time:** 2:30– 3:00

**Time Allotted:** 30 minutes

**Purpose:** To assist participants in understanding negative consequences of over consumption of sodium.

**Resources:** *Lesson 9: Choose and Prepare Foods with Less Salt*; NFSMI Dietary Guidelines for Americans  
*The Dash Diet*; NIH  
*Dietary Guidance on Sodium: Should We Take It with a Grain of Salt?* CNPP  
*Salt Talk, the debate about sodium and your health*, execpc.com  
*Sodium Intake Linked to Increased Risk of Heart Disease Death in Overweight Person*, NIH News Release  
*Choose a diet moderate in salt and sodium*, USDA

**PowerPoint Slides:** 129-138

**Materials:** Salted pretzels, unsalted pretzels, saltines, unsalted crackers. Herb mixture prepared with recipe from Lesson 9 of NFSMI Dietary Guidelines for Americans, toothpicks.

**Presentation:**

- 1) Serve salted pretzels to the group as you start the presentation
- 2) Role of sodium in the diet.
- 3) Sodium consumption of Americans.
  - a) Most Americans consume more than the 2,400 mg recommended.
  - b) Two-thirds of Americans add salt at the table.
- 4) Relationship between dietary salt, sodium intake and high blood pressure.
- 5) Hidden salt vs. obvious salts
  - a) Ask participants opinions about hidden and obvious salts.
  - b) Salt is obvious in lots of crackers, pretzels, potato chips
  - c) Salt is hidden in many convenience foods and sweets
- 6) Give each table a sample of herb mixture. Have participants dip toothpicks into the mixture to taste.
- 7) Brainstorm for ways to decrease salt intake:
  - a) Have each group come up with 2 specific ways they can reduce salt in their programs.
  - b) Write the recommendations on sheets of paper and tape to the walls.
  - c) Discuss recommendations.

**Homework Assignment:**

Have participants record the sodium content of the foods consumed on the previous day, using the blank column on the sheet used for calcium intake.

## Making Every Bite Count

**Topic:** What Have We Learned Today?

**Time:** 3:00 – 3:15

**Time Allotted:** 15 minutes

**Purpose:** To summarize the concepts addressed today.

**Materials:** Kooshball

**Note:** Because of the large amount of material covered in this session, detailed menu revisions will be made at the beginning of the next session rather than at the end of the day.

### **Activity:**

- 1) Have participants stand in a circle around the room.
- 2) Ask each person to think of an important idea that was discussed today.
- 3) Tell the group that you are going to toss the ball to a person and she'll say one thing talked about today.
- 4) She will toss the ball to someone else who mentions something else.
- 5) Begin by saying one thing yourself, then toss to another person.
- 6) Continue until everyone has had 2 turns.

**Ask participants to bring menus from their program to the next session. It is very IMPORTANT that they remember this as the menus are essential to the activities.**

## **Making Every Bite Count**

**Topic:** Implementation Planning

**Time:** 3:15 – 3:45

**Time Allotted:** 30 minutes

**Purpose:** To provide an opportunity for participants to plan exactly how they will implement information learned today.

**Materials:** Action Plan

**Activity:**

- 1) Working individually, have participants establish 3 specific objectives for implementing information addressed today.
- 2) What parties need to be involved?
- 3) Identify resources needed to accomplish these objectives.
- 4) Develop a plan for implementation.

## Making Every Bite Count

**Topic:** Evaluation

**Time:** 3:45 – 3:55

**Time Allotted:** 10 minutes

**Purpose:** To obtain feedback from participants regarding the course, materials and instructor.

**Materials:** Evaluation form for Session 4

**Activity:**

- 1) Distribute evaluation forms.
- 2) Have participants complete.
- 3) Collect.



## Making Every Bite Count

**Topic:** Points

**Time:** 3:55 – 4:00

**Time Allotted:** 5 minutes

**Purpose:** To maintain excitement and interest in the class.

**Materials:** Prizes – lottery tickets are recommended. Also have lesser value prizes, candy bars, key chains, pens.

**Activity:**

- 1) Ask who has 100+ points (probably no one will have this many but this depends on how you distributed points in the course of the day.
- 2) Determine who has the most points, give the best prize you have.
- 3) Give prizes to next 2 top winners.
- 4) If you have token prizes (pencil/pen) give everyone something.